

# THE LOVE OF KNOWLEDGE

## IMPLEMENTATION OF LID AT LINCOLN INTERNATIONAL ACADEMY, CHILE

Small colored boxes hang from the ceilings of the classrooms of all 1st to 6th grade students at Lincoln International Academy, Santiago, Chile. There is also a table full of goodies in each class. It is the day when the students discover the topics about which they will become experts.



In March, teachers began training in the methodology of LID (Learning in Depth). This simple yet innovative methodology is part of the educational programs developed by the Imaginative Education Research Group at Simon Fraser University in Vancouver. It is being implemented in Chile with the support of the Imaginative Education Institute of Gabriela Mistral University.

Dr. Jean Warburton, who is a member of the Canadian research team, traveled to Santiago to work closely with teachers of Lincoln, culminating in ceremonies on 24th and 25th of April, 2013. The ceremonies were attended by John Seaquist, the school principal, and by parents and guardians of the students. John Seaquist described the purposes of LID in the gym full of students and parents, telling them that a central aim is to achieve a love of knowledge in the students, and the recognition that learning as a multidisciplinary process. He quoted Vincent Van Gogh who said: "If one is master of one thing and understands one thing well, one has, at the same time, insight into and understanding of many things."

Upon returning to their rooms, the excitement in the faces of the children was evident. Boxes containing their topics hung from the ceiling, attached to balloons. Each student was given a hanging box, and was invited to open it to discover the topic they would be studying and gaining expertise about. The boxes were randomly assigned, but this did not discourage the students' enthusiasm on discovering what they were to become and expert about.



Bees, historic buildings, apples, seeds, fish, games, were just some of the topics contained in the boxes. Each of these topics will be studied freely by a child for one hour a week. The idea is that each child can learn at their own pace and in their own way, and thus they construct an increasingly large portfolio. One important aspect is that while the topics are not repeated within the same class, there are children in other grades with the same research topics, which will allow older and younger students to study together sometimes, creating forms of cooperation which usually do not otherwise happen.

This methodology has been successfully applied in schools in Canada, the United States, England, Australia, and other countries. While it is fairly new and there are no graduates who have had the opportunity to study a specific topic for 12 years, the experience has been very positive in all the schools where it has been implemented.

Experience suggests that this approach is essentially a thinking strategy, which helps children to change their way of studying and reasoning. It encourages the development of creativity and imagination, making a new and positive relationship between teachers and learners. Thus, children engage emotionally with what they are learning, and so feel confident of their knowledge and confident in themselves as learners.

Good luck to Lincoln International Academy in implementing this innovative program, which we are sure will give excellent results!

(Taken from an account on the website of [Gabriela Mistral University](#))